



Helping people living in extraordinary circumstances to live ordinary lives

# Kingsley Learning Foundation Trust

## Special Educational Needs Policy

Chairperson's signature: *D. Withers*  
Ratified at Directors Meeting: **30.04.26**  
Review Date: **Spring 2027**  
Review Cycle: **1 year**

**Contents Page:**

<b>Point</b>	<b>Contents</b>	<b>Page</b>
<b>1</b>	Purpose	3
<b>2</b>	Scope	3
<b>3</b>	Introduction	3
<b>4</b>	Definition of SEN	3
<b>5</b>	Barriers to learning	4
<b>6</b>	Curriculum and provision	5
<b>7</b>	Transition	7
<b>8</b>	Allocation of resources	8
<b>9</b>	Staff expertise and training	8
<b>10</b>	Continuous Professional Development (CPD)	8
<b>11</b>	Specialist roles and support	9
<b>12</b>	Reflective practice and collaboration	9
<b>13</b>	Safeguarding and vulnerability	9
<b>14</b>	Involving guardians	12
<b>15</b>	Accessibility and medical support	13
<b>16</b>	Behaviour	13
<b>17</b>	Relationships, Sex and Health Education	14
<b>18</b>	Complaints procedure	15
<b>19</b>	Evaluation	15
<b>19</b>	Related Policies	17
<b>Appendix 1</b>	Roles and Responsibilities	18
<b>Appendix 2</b>	Statutory Framework and Guidance	22

## 1. Purpose

To ensure that KLF Trust schools are fully inclusive and enabling environments which allow our extraordinary pupils to thrive and lead ordinary lives. We hope to ensure that the specific identified needs of every pupil is being addressed in a planned systematic and supportive structure and to meet all legal obligations.

## 2. Scope

This policy applies to all academies in the KLF Trust.

## 3. Introduction

Our core values of being purposeful, genuine, joyous, reflective, and aspirational guide everything we do. These principles underpin our commitment to ensuring that all pupils receive the support they need to thrive and achieve their potential.

Our mission is clear: to help people living in extraordinary circumstances to live ordinary lives. As special schools, we are dedicated to creating an environment where every pupil feels valued, supported and empowered to develop the skills, confidence and independence they need for a fulfilling life.

By working collaboratively with families, professionals and the wider community we ensure that our provision is tailored to meet the unique needs of each pupil. Together, we aim to remove barriers, celebrate achievements and create opportunities for every learner to live as independently and inclusively as possible.

This policy has been written to comply with the general requirements of the Education (Special Educational Needs) Information Regulations 1994 and with:

- Children and Families Act 2014
- SEND Code of Practice: 0 to 25 years (2015)
- Equality Act 2010
- Keeping Children Safe in Education (2025)
- Working Together to Safeguard Children (2023)
- The SEND Regulations 2014
- Education Act 1996 (Amendment 2011)
- Mental Health and Behaviour in Schools (2018)
- Supporting pupils at school with medical conditions (2015)

## 4. Definition of SEN

We are committed to supporting pupils with significant and complex special educational needs and disabilities (SEND). All pupils attending our schools have been identified as requiring specialist provision due to profound, severe or complex needs.

We use the statutory definition of SEN as outlined in the **Children and Families Act 2014** and the **SEND Code of Practice (2015)**:

A child of compulsory school age has a learning difficulty or disability if they:

- Have a significantly greater difficulty in learning than the majority of others of the same age, or
- Have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools

In the context of our special schools, all pupils have Education, Health and Care Plans (EHCP's) and face barriers to learning primarily due to their disabilities. The primary categories of need we support include:

1. **Profound and Multiple Learning Disabilities (PMLD)**

Pupils with PMLD have profound cognitive and physical impairments. They require highly specialised teaching approaches and significant support with all aspects of daily life, including personal care, sensory processing and communication. Many pupils with PMLD also have complex medical needs.

2. **Severe Learning Disabilities (SLD)**

Pupils with SLD have significant intellectual impairments, which impact their ability to understand and process information. They may also have additional physical or sensory needs, as well as communication challenges. Teaching and learning approaches are tailored to meet their individual developmental levels.

3. **Autism Spectrum Disorder (ASD)**

We support pupils with Autism Spectrum Disorder, many of whom have associated severe learning difficulties. Their needs may include challenges with communication, social interaction, sensory processing and emotional regulation. We provide structured, predictable environments that enable pupils with ASD to access their learning and develop key life skills.

4. **Speech, Language, and Communication Needs (SLCN)**

Many of our pupils experience significant speech, language and communication needs, which co-exist with other conditions. These challenges often impact their ability to express themselves, understand others and engage with learning. We utilise a range of strategies, such as augmentative and alternative communication (AAC) systems, signing, and visual supports, to address these barriers.

## 5. Barriers to learning

The primary barrier to learning for pupils is their disability. This means they require:

- Individualised and specialised teaching approaches
- A highly differentiated curriculum focused on their developmental needs
- Access to therapeutic interventions, such as speech and language therapy, occupational therapy and physiotherapy
- Adjustments to the environment and resources to ensure accessibility and engagement.

We recognise that each pupil is unique and their needs may span multiple areas of difficulty. Our provision is tailored to ensure that every learner has the opportunity to thrive, develop independence and achieve meaningful outcomes.

When a place has been agreed, the school arranges a pre-admission meeting to receive updated information on the pupil and arrange the admission process. When the pupil has been in school for two months a post-admission discussion/meeting is offered to discuss how the pupil has settled in. For children under 5, six monthly reviews are held as recommended in the Code of Practice.

Other than in extraordinary circumstances, all pupils have an annual review meeting. Advice outlining the pupil's progress are prepared in advance of the meeting and circulated to all professionals involved. Guardians are encouraged to write their own advice if they wish to do so.

The annual EHCP review process at KLF schools is built on the principles of Person-Centred Planning. This process celebrates the achievements and learning strengths of the pupil, identifies the motivating factors and draws attention to areas of concern which are then the subject of the proposed actions agreed at the meeting. The annual review process also considers the pupil's plan in detail, considering each of the headings used in EHCP's:

- Communication and Interaction,
- Social, Emotional and Mental Health,
- Cognition and Learning,
- Physical and/or Sensory
- Independence.

In respect of each of these headings we evaluate the pupil's strengths, needs and provision, the guardians' views and we plan for outcomes in each area. Guardians are offered the option of meeting virtually or face-to-face. In the event of a virtual meeting, online invitations will be circulated to all necessary parties.

At the meeting, progress over the past year is discussed. Through this process the pupil's EHCP is then reviewed with any recommended changes being sent to the EHC team for approval. Making changes to the EHCP is the responsibility of the Local Authority. Where a change of need is identified, updated advice from all professionals concerned may be requested before or after the annual review.

According to the SEND Code of Practice, the annual review is the formal opportunity for guardians or the school to request a change of placement if it is felt that the current school is not, or can no longer, meet the child's needs.

During this process:

- Both guardians/carers and the school can raise concerns about the suitability of the current setting
- Either party may request that the local authority consider alternative educational provision
- All requests and concerns will be recorded and considered as part of the review

If you believe that your child's needs would be better met in a different setting, you are encouraged to share your views during the annual review meeting. It is the responsibility of the local authority to consult with any potential new settings if they agree a change of placement.

In the event of circumstances changing during the school year an interim review can be convened to propose amendments to the EHCP.

Two parent evenings are arranged during the year for guardian/teacher consultations. Parent evenings can be conducted through telephone, virtual meeting, or face to face. If issues arise at these meetings which require a more complete meeting, this will be facilitated.

### **Local Offer**

Our local authority publishes a Local Offer which sets out the support available for children and young people with SEND in the local area. The Local Offer includes information about:

- Education provision
- Health services
- Social care services
- Leisure and recreation activities
- Support for guardians and carers
- Preparing for adulthood

The Local Offer can be accessed at: <https://localoffer.northnorthants.gov.uk/>

## **6. Curriculum and provision**

Our curriculum and provision are designed to align with the mission of the Trust and is guided by our values. We strive to provide education that is meaningful, empowering, and tailored to each pupil's individual needs and aspirations.

## **Our curriculum is:**

### **Personalised and holistic**

Each pupil follows a highly personalised learning pathway, informed by their EHCP, developmental stage, and unique needs. The curriculum balances academic, therapeutic, and life skills learning, ensuring it promotes cognitive, physical, social and emotional development.

Key areas of focus include:

- Communication and interaction
- Physical development, including mobility and sensory integration
- Independence and self-care skills
- Social, emotional and mental health.

### **Broad and balanced**

- We offer a broad curriculum that incorporates core subjects (e.g. literacy, numeracy, and science) alongside creative arts, physical education, and outdoor learning
- Builds on prior learning and experiences
- Develops knowledge, skills and understanding
- Promotes their spiritual, moral, social and cultural development
- We prioritise Preparation for Adulthood (PfA), embedding life skills, employability, and community engagement into the curriculum for older pupils.

### **Flexible and accessible**

- Learning activities are adapted to suit each pupil's learning style, developmental level and specific needs
- Augmentative and alternative communication (AAC), signing and sensory supports are used, amongst other communication strategies, to give access to learning for all pupils.

### **Our teaching approaches include:**

- Differentiation of tasks, resources and outcomes
- Use of visual aids, concrete materials and ICT
- Multi-sensory teaching approaches
- Breaking tasks down into smaller steps
- Providing additional time and support
- Using alternative methods of recording
- Providing opportunities for over-learning and consolidation
- Creating a structured, predictable learning environment
- Using positive behaviour management strategies
- Specific core strategies such as TEACCH, Attention Autism, TACPAC and intensive interaction

### **Our provision includes:**

#### **Specialist support and therapies**

- Pupils benefit from access to a multidisciplinary team, including speech and language therapists, occupational therapists, physiotherapists and educational psychologists
- Sensory and therapeutic interventions, such as sensory integration, hydrotherapy, rebound therapy and music therapy, may be integral to our approach.

#### **Collaborative Working**

- We work closely with families, health and social care professionals and other agencies to ensure a joined-up approach to supporting each pupil's development and wellbeing.
- Guardians are key partners in shaping their child's provision and their input is valued at every stage of the planning and review process.

#### **Nurturing Environments**

- All schools within the Trust provide safe, supportive and nurturing environments tailored to meet the complex needs of our pupils.
- Sensory rooms, adapted equipment, outdoor learning spaces and calm zones support pupils' emotional regulation and engagement.

### **Progress and Achievement**

- We use bespoke assessment frameworks to monitor progress in a holistic way.
- Achievements are celebrated across all areas of development, from academic milestones to personal and social growth.

At Kingsley Learning Foundation Trust, we believe that every pupil has the right to a meaningful education, regardless of the challenges they face.

Our curriculum and provision are designed to:

- Empower pupils to overcome barriers to learning
- Equip them with the skills and confidence they need for the next stage of their lives
- Prepare pupils for the opportunities, responsibilities and experiences of adult life
- Provide opportunities for pupils to engage in their community and lead fulfilling, active and joyful lives.

## **7. Transition**

We recognise that transitions can be particularly challenging for pupils with SEND. We work to ensure that transitions are smooth and well-planned.

### **Transition into School**

When a pupil joins one of our schools, we:

- Meet with guardians/carers to discuss the pupil's needs
- Gather information from previous settings
- Visit the pupil in their current setting where possible
- Arrange additional visits to our school
- Prepare staff and resources in advance
- Provide information and support to guardians/carers

### **Transition Between Key Stages**

When pupils move between key stages within our schools, we:

- Share information between teachers
- Arrange visits to new classrooms and meet new staff
- Provide additional support during the transition period
- Review and update support plans

### **Transition to Secondary, Post 16 or Further Education**

When pupils leave our schools, we:

- Work with pupils and families to identify appropriate next steps
- Provide information and guidance
- Support guardians to facilitate visits to potential next settings
- Share information with receiving settings (with parental consent)
- Ensure that EHCPs are reviewed and updated
- Support applications and admissions processes

- Arrange transition meetings with receiving settings where appropriate

## Transition to Adulthood

For pupils approaching adulthood, we:

- Focus on preparing for independent living and employment
- Work with external agencies to plan support
- Ensure that annual reviews from Year 7 onwards have a focus on preparing for adulthood
- Support pupils to develop self-advocacy skills
- Provide careers guidance and work experience opportunities
- Support applications for adult services where appropriate

## 8. Allocation of resources

The schools receive funding based on enumeration of pupils under the NCC SEN RAS. We are funded in accordance with the Special Schools' funding formula.

Resources are allocated to reflect the needs of pupils as identified in their EHCP. School Development Plan priorities are also considered in the allocation of resources.

We use pupil premium funding in a tiered approach to spending: prioritising high-quality teaching through staff expertise, providing targeted clinical, behavioural and academic interventions, and removing wider barriers through enhanced pastoral and sensory support.

## 9. Staff expertise and training

KLF TRUST staff have expertise in supporting a broad range of needs, including but not limited to:

1. Profound and Multiple Learning Disabilities (PMLD)
2. Severe Learning Disabilities (SLD)
3. Autism Spectrum Disorder (ASD)
4. Speech, Language, and Communication Needs (SLCN)
5. Physical disabilities
6. Medical needs (e.g. feeding, medication administration)
7. Social, emotional, and mental health needs (SEMH).

## 10. Continuous Professional Development (CPD)

We place a strong emphasis on ongoing professional development for all staff, ensuring that they are up to date with best practices, new research and the latest developments in special education. All new members of staff follow a comprehensive induction programme, and additional individualised training to address their particular areas of need, and all members of staff have certification of CPD stored on an online system. Every effort is made to support and facilitate an individual's request for training.

Staff training includes:

- Specialist SEND Training: Staff receive training in specific areas of special educational needs, such as supporting pupils with autism, sensory processing difficulties, complex medical needs and communication challenges. This is achieved through targeted workshops, in-house training and attendance at external conferences and seminars.
- Therapeutic and Behaviour Support: Our staff receive training in the use of therapeutic interventions, such as Sign-a-long, PECS (Picture Exchange Communication System), sensory integration and behaviour management strategies tailored to meet the needs of pupils with complex needs.

- **Safeguarding and Health & Safety:** All staff are trained in safeguarding and health and safety procedures, ensuring that we create a safe environment for all pupils. This includes awareness of the specific safeguarding needs of pupils with disabilities, such as understanding how to support pupils with complex health or medical needs and recognising the signs of abuse.
- **Assistive Technology:** Staff are trained in the use of assistive technologies, such as communication devices (e.g. AAC), speech-to-text software, and adapted keyboards, to support pupils with specific learning or communication challenges.
- **First Aid and Medical Training:** Staff receive appropriate medical training to support the needs of pupils with complex health conditions, including training in epilepsy management, administering medications and providing personal care when necessary.

## 11. Specialist roles and support

In addition to the training of general staff, we employ a range of specialist staff to support the development and wellbeing of our pupils:

- **Specialist Therapists:** We employ a range of therapists (e.g. speech and language therapists, occupational therapists) to work directly with pupils and provide training to staff on how to implement therapeutic strategies in the classroom and during daily activities.
- **Educational Psychologists:** Educational psychologists provide advice on assessments, interventions and strategies for pupils with more complex needs. They also work with staff on specific pupil cases, delivering bespoke training sessions as needed.
- **Autism and Behaviour Specialists:** We have staff trained in autism spectrum disorder (ASD) and behaviour management who work directly with pupils and offer advice and support to teaching staff, ensuring that autism-friendly strategies and communication approaches are embedded across the school.

## 12. Reflective practice and collaboration

KLF TRUST encourages a culture of reflective practice across the school. Staff are supported to regularly reflect on their teaching methods, strategies and interactions with pupils. To ensure that the training provided is effective, we regularly evaluate its impact on pupil outcomes and staff practice.

The schools have well-developed links with NNC services. Pupils with specific additional needs, for example hearing impairment or visual impairment, have an allocation of time from peripatetic staff. Specialist teachers spend time working with individual children within the school and give guidance and advice to school staff.

School staff liaise regularly with staff from external agencies to provide the best possible outcomes from our pupils throughout their time in school but also on transition to other placements.

## 13. Safeguarding and vulnerability

Safeguarding is our top priority. We are committed to ensuring that all pupils are protected from harm and supported to feel safe, valued, and respected.

Our safeguarding practices are guided by:

- The Equality Act 2010 and Children and Families Act 2014 to ensure inclusive protection for pupils with SEND
- A tailored approach to safeguarding that accounts for the individual needs and vulnerabilities of our pupils
- Training for all staff to recognise signs of abuse, neglect, and exploitation, particularly in pupils with complex needs who may find it difficult to communicate their concerns
- Clear communication channels with guardians and external agencies to ensure the wellbeing and safety of every pupil.

We work closely with other professionals to ensure that safeguarding measures are effective and responsive to the needs of our pupils.

Safeguarding and promoting the welfare of children is everyone's responsibility. All staff have a responsibility to provide a safe environment in which pupils can learn.

### **Our Commitment**

All staff should be prepared to identify pupils who may benefit from early help. Early help means providing support as soon as a problem emerges at any point in a child's life. Any staff member who has any concerns about a child's welfare should follow our safeguarding procedures.

We recognise that children with SEND may face additional barriers to recognising or reporting abuse. Pupils may not feel ready or know how to tell someone that they are being abused, exploited, or neglected, and/or they may not recognise their experiences as harmful. This could be due to their vulnerability, disability and/or sexual orientation or language barriers.

Staff must determine how best to build trusted relationships which facilitate communication with children and young people.

### **Staff Training and Awareness**

All staff should be aware of systems within our school which support safeguarding. These are explained as part of staff induction and include:

- Our Child Protection Policy (which includes the policy and procedures to deal with child-on-child abuse)
- Our Behaviour Policy (which includes measures to prevent bullying, including cyberbullying, prejudice-based and discriminatory bullying)
- Our staff Behaviour Policy (Code of Conduct) which includes low-level concerns, allegations against staff and whistleblowing
- Our Online Safety Policy

All staff receive appropriate safeguarding and child protection training (including online safety) at induction. The training is regularly updated. In addition, all staff receive safeguarding and child protection updates (for example, via email, e-bulletins, and staff meetings), as required, and at least annually, to continue to provide them with relevant skills and knowledge to safeguard children effectively.

Pupils with additional mobility or behavioural requirements that have implications on emergency evacuation will have appropriate plans written.

### **The Role of the Designated Safeguarding Lead**

Our school has a designated safeguarding lead who provides support to staff to carry out their safeguarding duties and who liaises closely with other services such as local authority children's social care. All schools have several deputy DSLs and there are Trust staff who are DSL trained.

The designated safeguarding lead is expected to:

- Act as a source of support, advice and expertise for all staff
- Act as a point of contact with the safeguarding partners
- Liaise with the headteacher to inform them of safeguarding issues, especially ongoing enquiries under section 47 of the Children Act 1989 and police investigations
- Liaise with staff (especially teachers, pastoral support staff, school nurses, IT technicians, senior mental health leads) on matters of safety and safeguarding
- Promote supportive engagement with guardians and carers in safeguarding and promoting the

welfare of children

- Work with the headteacher and relevant strategic leads, taking lead responsibility for promoting educational outcomes

### **Information Sharing and Record Keeping**

Information sharing is vital in identifying and tackling all forms of abuse, neglect, and exploitation, and in promoting children's welfare, including in relation to their educational outcomes.

The designated safeguarding lead is responsible for ensuring that child protection information is kept up to date. Information is kept confidential and securely.

Where pupils leave the school, the designated safeguarding lead ensures their child protection information is transferred to the new school as soon as possible, and within 5 days for an in-year transfer or within the first 5 days of the start of a new term.

We understand that the Data Protection Act 2018 and UK GDPR do not prevent the sharing of information for the purposes of keeping children safe. Fears about sharing information must not be allowed to stand in the way of the need to safeguard and promote the welfare and protect the safety of children.

### **Multi-Agency Working**

We work with local authority children's social care, the police, health services and other services to promote the welfare of children and protect them from harm. This includes providing a coordinated offer of early help when additional needs of pupils are identified and contributing to inter-agency plans to provide additional support to pupils subject to child protection plans.

### **Further Information**

For full details of our safeguarding procedures, please refer to our Child Protection and Safeguarding Policy, and Online Safety Policy available on our website and on request from the school office

### **Safer Recruitment**

It is vital that as part of our whole school approach to safeguarding we create a culture that safeguards and promotes the welfare of children and young people. As part of this culture, we adopt robust recruitment procedures that deter and prevent people who are unsuitable to work with children from applying for or securing employment, or volunteering opportunities in our schools.

### **Training**

We ensure that those involved with the recruitment and employment of staff to work with children have received appropriate safer recruitment training, the substance of which covers, at a minimum, the content of Part Three of Keeping Children Safe in Education 2025.

At least one person on every interview panel has completed safer recruitment training.

### **Pre-Employment Checks**

Before appointing staff, we carry out all the checks on identity and safety as advised by Keeping Children Safe in Education.

### **Volunteers and Governors**

We determine whether volunteers are considered to be supervised. Where volunteers are not supervised, we obtain an enhanced DBS check with barred list information if they are engaging in regulated activity. Volunteers do not have to be re-checked if they have already had a DBS check, however, if we have any concerns, we will obtain a new DBS check at the level appropriate to the volunteering role.

As a trust, we ensure the following are carried out for members and trustees:

- An enhanced Disclosure and Barring Service (DBS) check
- A section 128 check
- Checks to confirm their identity (including as part of the DBS check)
- Checks to confirm their right to work in the UK
- Any other checks deemed 'appropriate' where the individual has lived or worked outside the UK

When a new chair of trustees is appointed, we update our governance information on the DfE's Get Information About Schools (GIAS) register within 14 days of the appointment. Both new chairs and reappointed existing chairs must complete a suitability check with the DfE before, or as soon as possible after, their appointment.

Associate members and local governors with delegated responsibilities must have:

- An enhanced DBS check
- A section 128 check

It is also good practice for local governors without delegated responsibilities to have these checks, and for all local governors to have any other appropriate checks if they have lived or worked outside the UK. Governance professionals (clerks) are not required to have a DBS check unless they work from a school premises and have an opportunity for regular contact with children. In this case they need an enhanced DBS check (with a barred list check if they are in regulated activity).

### **Single Central Record**

We maintain a single central record of pre-appointment checks, in electronic form, that details the checks carried out in accordance with statutory requirements.

### **Ongoing Vigilance**

Safer recruitment is not just about carrying out the right DBS checks. Good safeguarding requires a continuing commitment from our governing body and all staff to ensure the safety and welfare of children is embedded in all of our processes and procedures. We have processes in place for continuous vigilance, maintaining an environment that deters and prevents abuse and challenges inappropriate behaviour.

### **Further Information**

For full details of our safer recruitment procedures, please refer to our Safer Recruitment Policy and our Child Protection and Safeguarding Policy

## **14. Involving Guardians**

We believe in strong partnerships between home and school.

The headteacher, governors and staff have established both formal and informal connections with families to support 24-hour learning.

Our Parent Support Advisors and Family Support Workers help families overcome challenges by offering advice, training on self-help skills, behaviour management and communication, in collaboration with class staff and communication specialists. They also work closely with multi-professional teams supporting families.

We work to our values, being genuine, open, honest and transparent.

Guardians can communicate with teachers via online communication systems, arrange visits, and receive regular updates through newsletters and other communication channels.

We host parent groups, Family Learning Weeks and have parent rooms for support and gatherings. The Family Support Teams also offer SEN training and conduct parent surveys to ensure we meet family needs.

Formal links include the admissions and review processes (with initial visits), pre-admission and post-planning discussions/meetings and regular reviews of EHCPs.

## **15. Accessibility and medical support**

All pupils have equal access to education, regardless of their physical, sensory or medical needs. We provide a fully accessible environment, including wheelchair access, specialist equipment and sensory spaces tailored to meet the diverse needs of our pupils.

Our aim is to provide a safe, inclusive environment where every pupil can thrive.

Our Accessibility Plans set out how we will:

- Increase the extent to which disabled pupils can participate in the curriculum
- Improve the physical environment to enable disabled pupils to take better advantage of education, benefits, facilities and services
- Improve the availability of accessible information to disabled pupils.

We work closely with families and medical professionals to ensure that pupils with medical conditions receive the necessary support to participate in school life.

- Our staff are trained in first aid, epilepsy management and other medical needs (as appropriate), and we ensure that care plans are in place for each pupil requiring medical support.
- Ensure that pupils with medical conditions can access and enjoy the same opportunities as other pupils
- Work with healthcare professionals to ensure that pupils receive appropriate care and support
- Develop individual care plans for pupils with complex medical needs
- Administer medication safely and appropriately
- Ensure that emergency procedures are in place.

We notify the local authority of private fostering arrangements to ensure they are suitable and safe for the child.

## **16. Behaviour**

We promote positive behaviour through a supportive, individualised approach. We understand that pupils with SEND may face unique challenges in managing behaviour. Our staff work closely with pupils to develop strategies that encourage self-regulation, social skills and emotional wellbeing.

We use clear, consistent expectations and positive reinforcement, alongside tailored interventions, to ensure that all pupils feel safe and supported. Behavioural needs may be addressed as part of Priority Now Targets (PNTs), Positive Behaviour Support plans or EHCP reviews.

Our schools have comprehensive Behaviour Policies that set out clear expectations for pupil conduct. These policies are designed to create a safe, supportive learning environment for all pupils.

### **Preventing Bullying and Discrimination**

Our Behaviour Policy includes measures to prevent bullying, including cyberbullying, prejudice-based and discriminatory bullying.

### **Monitoring and Analysis**

We record all behaviour incidents, and can use software to filter according to the known protected characteristics of pupils. We analyse the behaviour log for trends in behavioural outcomes on a regular basis (termly) to identify any disparities in behaviour outcomes between groups of pupils. A skilled member of staff analyses the data from multiple perspectives, taking special care to see if pupils with protected characteristics are being over-represented.

### **Considering Unmet SEND**

We consider whether a pupil's SEND has contributed to challenging behaviour and if so, whether it is appropriate to apply a consequence to the pupil, including any reasonable adjustments that need to be made.

### **Partnership with Guardians**

We call guardians in to discuss a behavioural issue as early as possible and ask them to work with us as part of a team. We hold collaborative meetings with guardians to identify the cause of problem behaviour, analyse the problem, develop a plan, and implement and evaluate the plan.

### **Safeguarding Considerations**

We remember that behaviour issues can indicate safeguarding concerns. Certain groups can face greater barriers to their safeguarding needs being disclosed, recognised and addressed. We discuss any severe, persistent or concerning behavioural issues with our DSL and consider whether there are any potential barriers to disclosure, recognition and addressing of safeguarding issues. We offer support first, the pupil's safety always comes first, even when they're behaving in a very challenging way.

### **Use of Reasonable Force**

Our behaviour policy acknowledges the legal power to use reasonable force. We have set out the circumstances in which force might be used. For example, teachers will physically separate pupils found fighting or causing hurt or injury to other pupils or staff.

We consider whether members of staff require any additional training to enable them to carry out their responsibilities, taking into account the needs of our pupils.

### **Further Information**

For full details of our approach to behaviour management, please refer to our Behaviour Policy, available on our website and on request from the school office.

## **17. Relationships, Sex and Health Education**

KLF Trust has an up-to-date written policy for relationships education or, where they teach sex education, for RSE. We proactively engage and consult guardians when we develop and review our policy.

### **Our Provision**

Our primary schools provide Relationships Education and Health Education.

Our secondary schools provide Relationships and Sex Education (RSE) and Health Education.

We have developed our curriculum with the following key principles in mind:

- Engagement with pupils
- Engagement and transparency with guardians
- Positivity
- Careful sequencing
- Relevance and responsiveness
- Skilled delivery of participative education
- Whole school approach

### **Accessibility for Pupils with SEND**

Our RSHE policy explains how content will be made accessible to all pupils, including those with special educational needs or disabilities (SEND).

We recognise that effective education will be tailored to the specific needs and vulnerabilities of individual children, including children who are victims of abuse.

### **Working with External Organisations**

Working with external organisations can enhance delivery of these subjects, bringing in specialist knowledge and different ways of engaging with young people. However, we always remain responsible for the content and the way in which pupils are taught. We check that external resources are accurate, age and stage appropriate and unbiased. We ask to see materials and a lesson plan in advance and ensure that all materials can be viewed by guardians.

### **Guardians' Right to Withdraw**

Guardians have a right to request that their children are withdrawn from sex education (pupils can opt back in from three terms before they turn 16). We ensure guardians are aware of sex education content within lessons in advance. Guardians do not have the right to withdraw their children from relationships education or health education.

### **Further Information**

For full details of our RSHE provision, including curriculum content and how it is taught, please refer to our Relationships and Sex Education Policy available on our website and on request from the school office.

## **18. Complaints procedure**

Where a guardian wishes to complain to a school concerning any aspect of its educational provision, the procedures outlined in the Complaints Policy are followed.

## **19. Evaluation**

The Governing Body is able to monitor and evaluate the success of the education provided at KLF schools in a number of ways. Primarily, Governors visit the school frequently and the Governing Body receives regular reports through the Headteacher's Reports. The curriculum leader's role includes responsibility for carrying out monitoring and evaluation of their area and providing feedback to the Senior Leadership Groups. The School Development Plan outlines the schools' current areas for development. Governors monitor and receive reports on how the plans are being implemented and how new developments are contributing to the quality of education at the respective school. Furthermore, Governors have developed a comprehensive monitoring framework which offers a deeper understanding of the processes used throughout the schools.

### **Monitoring and Evaluation**

The effectiveness of our SEN provision is monitored and evaluated regularly to ensure that all pupils receive high-quality support and make good progress.

### **Monitoring Activities**

We monitor the effectiveness of our provision through:

- **Regular review of pupil progress** - We track the progress of pupils through our assessment systems, comparing their progress to that of their peers and against their individual targets
- **Analysis of data** - We analyse data on pupil outcomes, attendance, behaviour, and participation to identify trends and areas for improvement
- **Lesson observations** - Senior leaders conduct regular lesson observations to evaluate the quality of teaching and support for pupils
- **Work scrutiny** - We regularly review the work of pupils to ensure it is appropriately differentiated and challenging
- **Pupil voice** - We gather the views of pupils about their learning experiences and the support they receive

- **Parent/carer feedback** - We seek regular feedback from guardians about the effectiveness of our provision through questionnaires, meetings, and informal conversations and forums.
- **Staff feedback** - We gather feedback from teachers and support staff about the effectiveness of interventions and the support they need
- **Review meetings** - We hold regular review meetings for all pupils
- **Evaluation against Ofsted framework** - We evaluate our provision against the Ofsted inspection framework (November 2025), which includes evaluation areas such as safeguarding, inclusion, curriculum and teaching, achievement, attendance and behaviour, personal development and well-being, and leadership and governance

### **Analysis of Impact**

We assess the impact of our provision by:

- Comparing the progress of pupils to national expectations and to the progress of their peers
- Evaluating the effectiveness of specific interventions and adjustments
- Tracking the destinations of pupils when they leave our schools
- Reviewing the views and experiences of pupils, guardians, and staff

### **Equality Analysis**

As part of our monitoring and evaluation, we assess the impact of our policy on those with protected characteristics, in line with our duties under the Public Sector Equality Duty.

We analyse relevant data to understand whether our provision has any positive or negative impacts on pupils with protected characteristics. We consider equality implications throughout policy development and implementation, rather than as an afterthought.

### **Reporting and Action Planning**

Head teachers report through Trust Quality assurance to the CEO

The governing body receives regular reports on provision and outcomes, and holds senior leaders to account for the progress of pupils

### **Continuous Improvement**

Based on our monitoring and evaluation, we:

- Identify areas for improvement in our provision
- Develop action plans with clear targets and timelines
- Review and update our policies and procedures
- Provide additional training and support for staff where needed
- Adjust our provision to meet the changing needs of our pupils

### **Review Cycle**

This policy is reviewed annually. We also review the policy if there are significant changes to statutory guidance or our school context.

As part of our review, we:

- Check for key changes in statutory guidance since the last update
- Assess whether the policy has enabled us to achieve our desired results
- Gather feedback from our school community using questionnaires and discussions
- Assess the impact of the policy on those with protected characteristics
- Consult on any major changes with staff, guardians, and pupils

## 20. Related Policies

This SEN Policy should be read in conjunction with the following policies:

- **Child Protection and Safeguarding Policy** - sets out our procedures for protecting children from harm and promoting their welfare
- **Behaviour Policy** - sets out our approach to behaviour management, including preventing bullying and the use of reasonable force
- **Anti-Bullying Policy** - sets out our approach to preventing and responding to bullying
- **Relationships and Sex Education Policy** [secondary] / **Relationships Education Policy** [primary] - sets out our RSHE curriculum and how it is taught
- **Accessibility Plan** - sets out how we improve access to education for pupils with disabilities
- **Supporting Pupils with Medical Conditions Policy** - sets out how we support pupils with medical needs
- **Safer Recruitment Policy** - sets out our procedures for recruiting staff safely
- **Staff Code of Conduct** - sets out expectations for staff behaviour
- **Complaints Policy** - sets out how guardians/carers and others can raise concerns
- **Data Protection Policy** - sets out how we handle personal information
- **Equality Policy** - sets out our commitment to eliminating discrimination and promoting equality

All policies are available on our website and on request from the school office.

# Appendix 1

## Roles and Responsibilities

Effective provision for pupils with SEND requires clear roles and responsibilities, with all members of our school community working together to support pupils to achieve their potential.

## Headteacher

### Strategic Leadership for SEND:

- Lead whole-school improvement for pupils with SEND, ensuring sufficient authority within the leadership structure to make a positive difference
- Establish and sustain the school's ethos and strategic direction for the provision
- Ensure high expectations for all pupils and uphold educational standards that prepare pupils for their next phase of education and life
- Oversee the implementation of the graduated approach (assess, plan, do, review) across the school
- Monitor the progress of pupils with review adaptations and support systematically, making necessary changes to improve their learning and/or well-being

### Safeguarding and Multi-Agency Working:

- Ensure close liaison between teaching staff and the designated safeguarding lead regarding any reports of abuse
- Work effectively with social workers, virtual school headteachers and other professionals to plan and provide multi-agency support
- Ensure the school is committed to its role in the local area partnership's strategy to improve experiences and outcomes for pupils
- Promote the local offer and help pupils and their families find out what support is available and how to access it

### Policy and Compliance:

- Ensure the published SEN information report is easily accessible and accurately describes the school's provision and support for pupils with SEND
- Ensure the school week meets the DfE's minimum expectation of hours per week
- Meet statutory and non-statutory duties relating to SEND provision

## Senior Leadership Group

### Operational Leadership:

- Support the headteacher in leading whole-school improvement for pupils
- Be aware of interventions running throughout the school
- Make staffing decisions to protect teaching assistant time needed for interventions to run regularly
- Support teachers in regularly assessing the progress of all pupils
- Ensure early and accurate assessment of pupils' needs is prioritised including medical needs

### Curriculum and Teaching:

- Ensure the most effective inclusion strategy begins with everyday high-quality inclusive teaching
- Ensure staff understand the range of barriers that pupils may face to their learning and/or well-being
- Make sure pupils receive effective support, consult with external specialists and implement their advice as necessary

- Ensure appropriate reasonable adjustments are made in accordance with the Equality Act 2010 and the SEND Code of Practice

#### **Monitoring and Review:**

- Monitor the effectiveness of provision across the school
- Ensure the continuous cycle of planning, actions and review to reduce barriers to pupils' learning and/or well-being
- Support successful transitions for pupils whether into or within the school or on to other settings or adulthood

#### **Class Teachers**

##### **Assessment and Identification:**

- Regularly assess the progress of all pupils (PNTs, EHCP, Curriculum)
- Identify pupils who are making less than expected progress for their age and individual circumstances
- Identify gaps in pupils' knowledge that may explain a lack of progress
- Support pupils' medical needs
- Observe which pupils are having social difficulties
- Flag concerns to senior leaders using the school's established procedures

##### **Planning and Delivery:**

- Work jointly with senior leaders to assess pupils for SEN where progress continues to be less than expected
- Implement high-quality teaching targeted at pupils' areas of weakness through differentiation and adapting classroom practice
- Deliver short-term interventions as appropriate
- Create and implement support plans that outline pupils' specific needs, support provided, and desired outcomes (including behaviour and PNT's)

##### **Collaboration:**

- Work with senior leaders to shape provision and share insights about what works in practice
- Gather and consider the views of pupils and their guardians
- Work with external agencies (such as speech and language therapists, educational psychologists, or paediatricians) as necessary
- Keep guardians informed

##### **Record Keeping:**

- Maintain accurate records of pupils' progress against targets
- Record evidence of interventions and their impact
- Contribute to annual reviews of Education, Health and Care Plans

#### **Teaching Assistants**

##### **Direct Support:**

- Deliver interventions as planned and directed by teachers and senior leaders
- Support pupils to access the curriculum through appropriate adaptations
- Provide personal care and medical care where required and appropriate

##### **Monitoring and Feedback:**

- Observe and record pupils' responses to interventions

- Share feedback with teachers and senior leaders about intervention effectiveness
- Report any concerns about pupils' progress or well-being through appropriate channels

#### **Collaboration:**

- Work closely with class teachers to ensure interventions link to classroom learning
- Support pupils to consolidate their learning
- Attend relevant training to build expertise in supporting pupils with SEND

#### **Designated Safeguarding Lead (DSL)**

##### **Safeguarding Pupils with SEND:**

- Work closely with senior leaders and teachers to ensure additional barriers to recognising abuse, neglect and exploitation in pupils with SEND are understood and addressed
- Ensure close liaison with teachers regarding any reports of abuse involving pupils
- Ensure pastoral support for all pupils requiring it, along with appropriate support for communication
- Work with senior leaders to identify barriers to learning, distinguishing between safeguarding concerns and SEN

#### **Information Sharing:**

- Ensure child protection files are transferred appropriately when pupils leave, with key staff made aware as required
- Share information with receiving schools about pupils who have had a social worker or been victims of abuse to ensure continuity of support

#### **Governing Body / Trustees**

##### **Strategic Oversight:**

- Hold senior leaders to account appropriately and effectively for the school's support and provision for pupils
- Ensure the vision, ethos and strategic direction are clearly defined
- Ensure resources are used effectively to support pupils

#### **Monitoring:**

- Assure themselves that leaders have an accurate understanding of the school's context and are prioritising actions for improvement that will have the greatest impact on pupils
- Ensure systems for monitoring and quality assurance provide leaders with high-quality feedback to inform continuous improvement
- Review the published SEN information report to ensure it accurately describes provision

#### **Compliance:**

- Ensure the school meets its statutory duties regarding SEND provision
- Ensure the published school accessibility plan meets the requirements of the Equality Act 2010, is implemented effectively and reviewed regularly

#### **All Staff**

##### **Shared Responsibility:**

- Understand their safeguarding responsibilities, including the additional vulnerabilities of pupils with SEND
- Undergo safeguarding and child protection training at induction and receive regular updates
- Contribute to creating a culture where staff, pupils and guardians feel comfortable raising concerns

- Understand the school's procedures for reporting safeguarding concerns about adults

#### **Professional Development:**

- Engage with professional learning programmes focused on supporting pupils with SEND
- Continuously seek to improve expertise in meeting the needs of pupils
- Participate in purposeful collaboration on curriculum, teaching, assessment and adaptations for pupils

#### **Designated Teacher for Looked-After Children**

##### **Supporting Looked-After Children with SEND:**

- Work with the Virtual School Head to discuss how pupil premium plus funding can best support looked-after children
- Ensure each looked-after child has a personal education plan and receives high-quality support
- Work with social workers, virtual school headteachers and other professionals to plan multi-agency support
- Use knowledge of pupils' social care status to inform decisions about promoting their welfare

#### **Guardians and Carers**

Guardians are encouraged to:

- Communicate regularly with the school about their child's needs and progress
- Attend meetings and reviews
- Support their child's learning at home
- Share information about their child's strengths, interests, and needs
- Work in partnership with the school to support their child
- Inform the school of any changes in their child's circumstances that may affect their learning

#### **External Agencies and Professionals**

We work with a range of external agencies and professionals to support pupils, including:

- Educational psychologists
- Speech and language therapists
- Occupational therapists
- Physiotherapists
- School nurses and other health professionals
- Social care professionals
- Specialist teachers and advisory services
- Child and Adolescent Mental Health Services (CAMHS)
- Local authority SEND services

These professionals work in partnership with the school, pupils, and families to provide specialist assessment, advice, and support

## Appendix 2

### Statutory Framework and Guidance

This policy has been developed in accordance with the following statutory framework and guidance:

#### Primary Legislation:

- Children and Families Act 2014
- Equality Act 2010
- Education Act 1996
- Education Act 2011
- Children Act 1989
- Data Protection Act 2018

#### Statutory Guidance:

- SEND Code of Practice: 0 to 25 years (2015) [to be updated - check for latest version]
- Keeping Children Safe in Education (2025)
- Working Together to Safeguard Children (2023)
- Relationships Education, Relationships and Sex Education (RSE) and Health Education statutory guidance (updated for September 2026)
- Supporting pupils at school with medical conditions (2015)
- Mental Health and Behaviour in Schools (2018)

#### Regulations:

- The SEND (Information) Regulations 2014
- The School Information (England) Regulations 2008
- The Education (Independent School Standards) Regulations 2014

#### Non-Statutory Guidance:

- Behaviour in schools: advice for headteachers and school staff (2024)
- Preventing and tackling bullying (2017)
- Alternative provision (2016)
- Exclusion from maintained schools, academies and pupil referral units in England (2023)
- The Equality Act 2010 and schools: Departmental advice for school leaders, school staff, governing bodies and local authorities (2014)

#### Ofsted:

- Education Inspection Framework (November 2025)
- School Inspection Handbook (November 2025)

This policy will be reviewed annually to ensure it remains compliant with any updates to statutory guidance and legislation.